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ABSTRACT

One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this manual, consisting of two parts, contains a public relations program to introduce occupation specialists to key publics. Part 1 delineates the procedure for making contacts with the key publics; personal contact, speeches, public service announcements, advertisements, and bulletin boards are listed as examples, with detailed instructions given to the preparation of the written communication. (A major portion of this section focuses on preparing and editing news stories.) Part 2 describes a public information program for occupational specialists (OS) with the listed objective being to convince school boards that funding should be continued for support of occupational specialists and career activities. A separate section is provided for the process of enlisting various key publics whose support is to be solicited for the occupational specialist. The key publics are divided into these groups: school boards, an administration committee, the chamber of commerce, armed forces recruiters, parents and parent groups, community service and law enforcement agencies, senior citizens, and a media formation committee. (Appended is an occupational specialist school directory). (VB)

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Public Relation and Public Information Inservice Training For Occupational Specialists and Other School Personnel

Edited by

James T. Kershaw

Project No. 007VW

Grant No. 4-74-5200

A Comprehensive Program of Vocational Education for Career Development: K-University

Exemplary Project in Vocational Education
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Part D of Public Law 90-576

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A. Career Education and Your Child, A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Ohter School Personnel

I. Elementary Career Education Activity Resource Guide

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PUBLIC RELATIONS AND PUBLIC INFORMATION

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INTRODUCTION

One of the essential elements in the operation of a successful program for occupational specialists is their degree of knowledge and skills in establishing rapport with students, school personnel, and community. To address this problematic and systemic spectrum of inservice training, a progressive-phased program was planned, developed, directed, and implemented.

The occupational specialist program administrators, Mr. Jim Preston of the Sarasota County school district, and Mr. Raymond Lee of the Manatee County school district, expressed that both verbal and written surveys within the two counties indicated a need in both public relation and public information training. The State of Florida's Career Education Consortium, through a submitted "Activity Request" arranged for a formal progressive inservice training program to enhance the various levels of knowledge and skill possessed by each occupational specialist. The investigation into a method of provide the public relation and public information inservice training was conducted on a bi-county approach to maximize resources and avoid unnecessary duplication of efforts. This organized bi-county approach also provided the occupational specialist an opportunity to join with each other to share experiences in the project.

The Career Education Consortium contracted the services of Mr. Ken Fenderson, Mass Communications, University of South Florida, who was identified as an expert in the field of mass communications: public relations and public information development and useage. Mr. Fenderson was identified as a professional PR person with an outstanding resume' concerning past PR consulting and working association with successful private enterprise in the Tampa Bay area of the state of Florida. Additionally, he was also identified by various peer professional educators as a person with expertise to relate both the necessary knowledge and devise a program to meet the needs of the two counties.

The system of training was devised and presented by Mr. Fenderson which was a progressively staged "ahnds-on" activity-based program to provide a model that would serve the bi-county area occupational specialist programs. The two-phase Public Relation and Public Information development project of the "hands-on" training involved all of the occupational specialist functioning in the Manatee County school district and the Sarasota County school district during the school years 1975-76 and 1976-77. Twenty professional occupational specialists were exposed to knowledge and skill enhancement of public relation and public information through the cooperative efforts of the two counties occupational specialists program administrators and the master plan inservice training components. The State of Florida's Career Education Consortium arranged for the project to take place on the campus of Manatee Junior College.

The program that was developed and presented began with phase-one on Public Relations communication skill development. The entire presentation is presented in this manual. The phase-two development which was geared towards public information centered on "key publics" was presented by Mr. Fenderson and the information was then gathered and compiled under both the expert direction of Mr. Ken Fenderson and Mr. Jim Preston. The consortium wishes to express that Mr. Jim Preston did an outstanding job in collaboration with Mr. Ken Fenderson in the data collection and arrangement of the public information section of this manual. The Sarasota County school district is given credit for dissemination of the Public Information section of this manual at the Occupational Specialist Fly-In 4, held in Tampa, Florida of 1977.

The two-phases of this model of public relation/information training is an example of the cooperative efforts that can be achieved through the leadership provided by both Mr. Raymond Lee and Mr. Jim Preston in a bi-county program.

OCCUPATIONAL SPECIALIST
MANATEE COUNTY SCHOOL DISTRICT

The "world of work" and technology advances at an ever increasing pace year by year, and a very special person termed an occupational specialist is the liaison that brings community and school together in an effort to serve the students and business leaders. The thrust of the occupational specialist is to provide career information to the potential work force being trained by the Manatee County schools and assisting the youth match their interests and skills with careers.

The occupational specialist assist the business community by identifying the worker whose interest and training are focused on a life-career of an identified area. The experience the occupational specialist brings to the school is from the world of work, so that a vivid picture can be formulated concerning the "world of work" to help the student realize expectations of future employers.

The occupational specialists assist youth to explore careers at the middle school levels and explore, identify, and place students at the senior and post-secondary levels. They are considered an integral part of the guidance team and work closely with both school counselors and classroom teachers.

Youth progressing through the Manatee school district will gain insights into a variety of occupations by scheduling a visit with their schools' occupational specialist.

Occupational specialists lend a "helping interview" and a "helping hand" to both Manatee County schools and community progress, hope, and expectations.

STEPS FOR PLANNING A PUBLIC REALTIONS PROGRAM

#1 Step: Define Your Purpose.

State, in one sentence, the main purpose of your service. Say it in a way that anybody can understand it and recognize the value of it.

#2 Step: List Your Key Publics.

List the key publics who should be made particularly knowledgeable and supportive of your service.

#3 Step: Awareness Problems With Each Key Public.

State, in one or two sentences, the main problems you have with each key public--particularly problems of misconception or lack of awareness. Sometimes the problems you have are the same with all publics. If so, say so. Don't repeat over and over.

#4 Step: Public Relations Objectives.

Give a one-sentence public relations objective for each key public that--if accomplished--would help solve the problems of awareness and misconception mentioned above. If the same objective applies to all key publics, say so.

#5 Step: Appeals to Key Publics.

For each key public, list the ways that your service will help accomplish the goals of each key public.

This data will be used to show the key publics why they should support you.

#6 Step: The Public Relations Program.

A. New Services

Considering the needs and goals of your key publics--and the ways you are already of value to them--consider any new services you should provide.

B. Communications Actions

After you are convinced you're doing a good job for your publics . . . now is the time to start a public relations communications program informing your publics just why you are of value to them.

1. Umbrella vs. Splinter Actions

Your communications actions will break into two categories: Umbrella and Splinter Actions.

Umbrella Actions refers to communications aimed at all of your key publics at the same time, such as: mass media advertisements and publicity in newspaper, radio and TV.

Splinter Actions refers communications aimed at only specific publics, such as only the employees.

C. Strategy.

Strategy refers to the "approach" you use in communicating to your publics.

For example, when you go to your banker to borrow money, you dress and act in a certain way. That, in part, is strategy.

Strategy gives to your communication a recognizable unity and image.

For example, when you see that banker you don't wear sneakers one day and dress shoes the next. You don't cuss, either, or talk about "booze". Your theme remains constant--from what you say to how you look.

So . . .

The elements of strategy are:

1. Unifying Theme: (Can include a symbol, slogan, or just a dominant headline, or all three.)

2. Major Messages: (In general terms, list the few prime messages you plan to communicate to each public.)

3. Media Mix: (How do you plan to communicate your messages? Personal contact? Speeches? Public Service Announcements? Advertisements? Bulletin Boards?)

4. Style of Delivery: (Hard Sell? Soft Sell?)

Family Format: (Communication pieces must not be a hodgepodge of different designs and different messages. It must hold together as a recognizable, unified package of communication. Example: Heavy use of photos? Similar headlines? Testimonials? etc.)

5. Use of Opinion Leaders: (What use, if any, do you plan to make of opinion leaders?)

D. Campaign Approach

Your communication should be disseminated in a unified and coordinated manner--and continue for a specific period of time.

It should not start and stop and just happen whenever it is convenient.

It should be carefully timed so that it moves all together as a unit--and has the impact of a bluntheaded bullet.

If your communication is diffused and erratic it will have no impact--because there are too many other types of communication bidding for the audience's attention. Example: You might aim one message at one public during just one month. During that month your public: sees public service ads, sees posters on bulletin boards; receives direct mail; receives a personal call; reads a news story about your message. It all came to him at one time--or in tight one, two, three order.

E. Example of Format for P.R. Communications

1. Umbrella Actions (Aimed at all key publics)

   a. Public Service Announcements
      - subject
      - where appear

   b. Speeches
      - subject
      - where given

2. Splinter Actions (Aimed only at specific publics)

   a. Employees
      - objective
      - message
      - action

   b. County School Board
      - objective
      - message
      - action

#7 Step: Calendar of Events

State proposed dates for various p.r. actions.

#8 Step: Evaluation

State methods to be used to measure success or failure of campaign.

#9 Step: Budget

How much will it all cost. Itemize.

7 Key Concepts for Making a P.R. Program Work

1. Definition of P.R.
2. Functions of a P.R. Counselor
3. Working Through Primary Publics
4. Working Through Opinion Leaders
5. Working Through Group to Which One Belongs
6. Use of Events
7. Creation of Real News

Plan your program to reflect the following concepts:

1. Definition of Public Relations

   A. Public Relations is a planned program . . .

   B. To gain support and understanding of your institution's policies and practices . . .

   C. Through socially responsible and mutually acceptable behavior . . .

   D. Using mutually acceptable two-way communications.

2. Functions of P.R. Counselor

   A. Analyze the needs, expectations and trends of the publics you serve;

   B. Counsel management on how to best meet and cope with the needs, expectations, and trends of the publics you serve.

   C. Communicate to your publics how you are meeting their needs and expectations.

3. Working Through Primary Publics

   A primary public has a sense of solidarity on a controversial issue. If aroused on your behalf, it will be a strong force in influencing others.

   Secondary publics share common interests, but they have no sense of solidarity.

   Example: Women as a group are a secondary public. But women who are members of the E.R.A. organization are a primary group.

4. Working Through Opinion Leaders

   The opinions people hold are generally influenced by certain people they respect--i.e. certain opinion leaders.

Example: A student may not agree with a teacher that, to be good in music, one must practice three hours a day. But, if Bob Dylan says it, it's right!

5. Working Through the Groups to Which One Belongs

People tend to hold the same opinions that members of their group hold.

So if you want to change a person's opinion, then try to change the opinion of the various members of his group--particularly the opinion leaders.

6. Use of Events

An event is an activity that:

1) usually has social value for certain people
2) attracts attention
3) results in publicity

Example: A seminar on "Fair Play"--with Mickey Mantle as key speaker--will attract attention, get publicity and have social worth.

7. Creation of Real News

Too often, Public Relations messages are purely promotional, braggadocio-type communication.

But, if what you do generates real news as defined by a newspaper person, then you will get broader coverage and more credibility.

GUIDE FOR WRITING NEWS AND ARTICLES

Definition:

News is--any little-known information that is important or interesting to a lot of people.

Some news is obvious. Here the writer "digs out" the news.

Examples:

1. Local resident goes to college. This was not significant news until the reporter dug out fact that the local resident is only 10 years old.

2. Young man on agenda to speak at seminar. This was not particularly significant news until reporter dug out fact the young man is a deaf mute and will "speak" in sign language.

In summary . . .

When you write a news story, try to dig out the things that make news--i.e., those little-known things that are interesting or important to a lot of people.

News appeals . . . How to Interest Readers, Listeners and Viewers.

It's not hard to interest people in what you have to say.

All you have to do is relate your story to what interests people.

Never forget it. Every time you pluck one of these things that interest a person, you turn him on--make him want to know more.

Knowing the things that interest people can give you great power as a writer.

Listeners, readers, viewers pay attention only to the communicator who can methodically, and with skill, "hang" his message on those things that interest people.

Following is a list of things that interest people. Attached is an example of how a TIME writer "hung" his story facts on things that interest people.

Study the list. Then study the example: Use of Reader Appeals in a Story. Then, next time you construct a story, see what things in this list you can use to create word "pictures" about your subject.

WHAT ARE PEOPLE INTERESTED IN?

1. Personal Appeal

People are first, last and always interested in themselves. Aren't you?

People are interested in those things that are about him; those things in which he has participated; those things which he has viewed; and those things he may have learned about through some other means.

This is why people like to read about: themselves; friends; the weather; places they have been; football games they attended; memories; their experiences.

You'd think people would be bored with the familiar; but, not so. People never tire of hearing about themselves or what interests them. Right?

2. Sympathy, Emotion

People like to hear about things that tug at their emotions.

For example--are you interested in emotional stories about animals, children, family, tragedy, romance, sex?

So is almost everybody else.

3. Oddity, Unusualness

"Few people know that . . ."
"It was discovered that . . ."
"An historic event occurred when . . . "
"It was a once-in-a-lifetime event . . ."
"Nobody had ever seen one, but . . ."

The odd, the unusual interest people.

Good writers dig them up, dig them out, add them to their subject matter.

Result? People say, "Gee, that son-of-a-gun can write!" So can you--if you come up with the odd and the unusual.

4. Conflict, Competition

Try it. Tell a friend about a fight. Or, about some competition he's facing.

Watch his interest. Watch his face. Watch his eyes. People are interested in controversy--or the threat of it--which is what a fight means.

Examples: Watergate; labor strike; student riots; cheating scandals; professor tenure; on and on.

5. Progress

Americans, particularly, are hung up on the new. New Products. New advances. New knowledge.

It all means progress. Something moving ahead. Student wins an honor. New type of car. New diet idea . . . on and on . . .

Show progress, show something new in your writing and your readers will read on. Right on! (Write on!!)

6. Suspense

Will she or won't she? Does he or doesn't he? Will Hank Aaron break the record? (Thank Gawd he did. I'm still exhausted!)

The good writer knows how to toss in suspenseful questions to keep his reader hooked on his subject. (The reader stays hooked because he can't get the blasted question out of his mind!)

Try it. They'll like it!

A dull reporter might say:

Students have stopped rioting and all is quiet on the campus today.

A smart reporter who digs the suspense angle says:

Students have stopped rioting as of today--but nobody knows when the lid might blow again.
(Kind of gets you, doesn't it!)

7. Other people

The only thing that interests people more than themselves--is other people.

"Names make news." It's an old saying but eternally true.

You. When you read a paper, do you look for names of people you know? Celebrities? Friends? People you're familiar with. Campus professors? The administration?

When you write a story that is sprinkled with people your readers are familiar with, chances are your readers will say, "My, how interesting!"

NEWS PRIORITIES

How to Choose What Might Most Interest Your Audience

While there are a lot of things that interest people--the things that interest people the most fit into the following categories:

1. Timeliness: What is happening now
2. Proximity: What is happening near them
3. Consequence: How something affects them
4. Prominence: What name, place, thing is most familiar, most prominent.

So when you build into your story those things that interest people, select things that are, for your particular target audience, most timely; most near; most consequential; have the most effect on them; and, are best known, most prominent.

Here's a little more on these news values.

1. Timeliness

People are interested in things that happened recently or will happen in the near future.

This means news writing must have a now effect. Give the feeling it is happening now or will happen in the future. Thus, try to use present tense or future tense verbs wherever possible.

2. Proximity

What's going on in my community? And, if it's not happening right here in my community, then what's the effect on me?

For example, a coal strike in Pennsylvania won't interest a Tampan unless he sees how it will affect him, his fuel bill, electricity supply or whatever.

3. Prominence

People are interested in names of people or things that, in some way, are prominent.

For example, celebrities make news because they are prominent. But, you could be prominent in your town or here at school by what you do. Win an honor? Get hurt? Be a hero? Big cities are more prominent than small cities.

4. Consequence

People are interested in things that have some kind of an interesting or important effect in their lives.

They ask: What are the consequences of this on me? On others in my community?

THE LEAD . . .

How to Write a Simple Lead for a News Story

The lead in a news story answers the questions: who, what, where, why, when, and how.

The reason for this is that the lead should sum up the key facts in the story.

Newspaper readers are skimmers. They want the gist of the news in one bite, the lead.

8 Factors to Consider in a Basic News Lead

A news lead normally includes the following data:

1. Who or what was involved?
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen? (the cause)
6. How did it happen? (the conditions or situation)
7. Identification: who are the people, places or things featured in the lead?
8. Source or Attribution: what or who is the source of the facts presented in the lead?

Example:

Two men, Joseph E. Hastings, 24, 1119 Woodhue Boulevard, Centerdale, and Dominic Tucci, age unknown, of Elmira, New York, were killed at 4:30 a.m. today at Fourth Street and Skystone Avenue, when a tire blew out and caused the car to overturn on the two occupants.

Broken Down:

1. Who? Hastings and Tucci
2. What? Two men killed in an accident
3. When? 4:30 a.m. today
4. Where? Fourth Street and Skystone Avenue
5. Why? Tire blowout
6. How? Car overturned on occupants
7. Identification? Note Hastings and Tucci are identified by where they are from.
8. Source or attribution? Not given because attribution is only required when the fact can be disputed or is a matter of opinion.

What Should be Featured in a Good Lead?

A good lead should . . . be interesting, stimulate the reader to read more.

So . . . when writing a lead . . . think back on your News Appeals and News Priorities . . . and select THE KEY FACT that best answers your NEWS DEFINITION. That is, the fact that is most interesting to your readers. Then feature that fact.

Ask: Is the most interesting fact the Who? What? Where? When? Why? How?

Illustration:

1. Who lead:

   Mark Spitz won a gold medal today . . .

2. What lead:

   The Olympic Gold Medal, once a symbol of honor, became a symbol of dishonor today when it was discovered that cheating occurred during . . .

3. Where lead:

   Downtown Tampa was turned into a playground for streakers today when . . .

4. When lead:

   Tonight, at midnight, is the last day to file your income tax.

5. Why lead:

   Temporary insantiy has been listed as the cause for the murder of . . .

6. How lead:

   While reading a book on "Championship Swimming" a friend of Mark Spitz fell asleep in the bathtub and nearly drowned.

In summary, when writing a lead:

1. Answer the 5 W's and H's.
2. Feature the W that most interests your readers.
3. Identify the people, places or things in your lead.
4. Give the source or attribution if necessary.
5. Feature only one idea in your lead.
6. Make the lead read like it is happening now--which means you should use active verb.
7. Write concisely with a minimum of clauses.
8. Make it flow, read easily and quickly.
9. Ask: Is it clear?

The Inverted Pyramid

How a News Story is Structured

The Inverted Pyramid means:

Present your facts from the most important to the least important. First, a summary of the whole story is given in the lead.

After the lead, you give the rest of the details in the inverted pyramid order. These "details" amplify the facts in your lead. They are given in the order of most important to least important; from what most interests readers to what least interests readers.

Following is an example of a news story that illustrates (1) how the whole story is summarized in the lead; the (2) how the rest of the story is developed in inverted pyramid order.

NOTE: The exits in the story show points where the editor can cut the story and still preserve the most important parts up to that point.

BIRMINGHAM, Ala. (UP)-- An intoxicated surgeon started shooting at police Friday while holding his infant granddaughter in his arms. A policeman braved the fire until he put the baby down and then shot the doctor dead.

The lead paragraph summarizes the major facts. It uses two sentences rather than the one more common in leads, and gains clarity and force by doing so.

First exit

The slain surgeon was Dr. Abijan C. Fields, 49. Coroner Joe Hilderbrand called his death "justifiable homicide."

Summary of two important secondary facts.

Second exit

Police said Fields, for many years a prominent surgeon but lately less active, was paroled recently from a federal hospital for narcotic addicts.

Summary of less important background facts.

Third exit

Yesterday, police were called to the family home. There patrolmen B.L. Buchanan and C. D. Guy found Fields holding his granddaughter, 11-month-old Marie Irene Montgomery.

Fields started cursing them, the patrolman said, and Guy went for help.

Before he returned, the doctor whipped out a pistol and fired three shots at Buchanan. The officer backed away rather than fire while Fields held the baby.

Fields then put the baby down and followed Buchanan downstairs, where he cornered him and announced, "We'll shoot it out here."

Buchanan drew his service revolver and fired five shots. Two struck Fields, who was dead on arrival at a hospital.

###

The last four paragraphs reconstruct the story chronologically for the reader who continued beyond exit three. But those who stopped sooner had already been given the important facts.

The mid-August heat wave will continue today with local temperatures expected to climb to 95.

Only relief in the state will be felt in the northwest portion, as a low pressure area moves eastward.

Highs today in the state will be from 80 to 85 in the northwest and 90 to 95 in the south and east.

The weatherman promised a little relief tonight with a predicted low of 70 in the city. A few showers are expected.

Yesterday's high in the city was 96 at 4 p.m. At 6:30 p.m. the relative humidity was 41 percent.

(A final paragraph reports highest temperatures in neighboring states.)

###

A quick summary of major facts--and a quick answer to the reader's question: "How hot?"

First exit

Supporting facts summarized in two closely related paragrphs.

Second Exit.

These two paragraphs might have preceeded the two above. A concession to non-local readers.

Third exit

The "most expendable" facts in the last paragraph.

A local man and his wife were killed in a home fire today.

A quick, laconic summary.

First exit.

Found dead by firefighters in a burned-out house at 417 16th Avenue South shortly after 1 a.m. were John Doe, in his 60s, and his wife, Mary, 58.

The most important facts to expand on the summary lead.

Second exit

David L. Jamieson of the arson squad said he was told by neighbors Mrs. Doe was in the habit of throwing extra fuel into the oil heater. Under such circumstances, he said, sudden ignition of the extra oil would blow open the heater door and flame and smoke would puff out.

Background or explanatory facts elaborating on major facts.

Third exit

Doe's charred body was found under a pile of debris. Mrs. Doe was declared by the medical examiner to have died of smoke inhalation.

Further elaboration

Fourth exit

Neighbors said Doe was retured.

City Hall records indicate that the house and the one next door at 415 16th Avenue South were built about 1867.

"Expendable" facts. Should they have been included:

###

CHECKLIST FOR WRITING A SIMPLE NEWS STORY

1. Is it news?
2. Does the lead answer who, what, where, why, when, and how?
3. Does the lead and remainder of the story include proper identification?
4. Does the lead and the remainder of the story include proper Attribution?
5. Is the story written in inverted pyramid order?
6. Is the writing characterized by: tightness; conciseness, active verbs; one-syllable words; simple, short, un-complex sentences; reading ease and speed?
7. Is it clear?
8. Is all grammar, spelling, and word choice correct?
9. Are all corrections made with use of proper editing symbols?

PRINCIPLES OF WRITING A FEATURE ARTICLE

Difference between a Feature Story and a News Story:

A "feature" article features the human interest angle in a situation--and tells the story in whatever way it can be made interesting.

A straight news story is not so concerned with highlighting the human interest angle. It focuses mostly on just presenting the bare facts by answering the questions: who, what, where, why, when, and how . . . and tells the story in inverted pyramid order.

Similarities Between a Feature Story and a News Story:

Sometimes a news story is slightly featurized. That is, it is written like a traditional news story with the 5 w's answered in the lead; but, it also includes a "feature-type embellishment." That is, information that is not necessary as news data--but is interesting from a human interest point of view.

Example of a news story written with the traditional 5 W lead and inverted pyramid . . . but embellished with feature type (i.e. human interest) information.

Columbus, Ohio--(UP)--Exasperated by the endless questions of 3-year-old Harold Thompson, a neighbor who was painting his house today painted the child red "from head to foot" and sent him home.

The child's mother, Mrs. Lester Thompson, scrubbed him clean--except for a few red splotches--and then sent him back to Mr. Thompson's house with a new bucket of red paint which he gleefully threw all over Mr. Thompson.

Thompson than spanked the child--who wailed to his mother--who then raced over to Thompson's house and thrashed him with a broom.

Nobody knows where it will all end.

Types of Feature Stories

Some feature stories are related in some way to an existing news story. That is, they develop the human interest angles that might exist about the people, things, animals, etc. that are just mentioned in the news stories.

This type is called, amazingly enough, a News-Related Feature Story!

Types of Feature Stories

Then, there is the Straight Feature Story. This type is not related to any current event at all. It is just an interesting situation--that may have existed for a long time--but still makes an interesting story.

The opportunities for feature stories are endless. Literally anything can be made into a feature story IF you have the imagination and DIG power to uncover it.

Here are some areas to check when trying to find a feature subject to write about:

ODDITIES

People are interested in the odd and the unusual.

This is why stories under the heading "Believe It or Not" and "Strange as It May Seem" get such wide readership.

SITUATIONS

A situation story explains the "atmosphere" in which an incident or series of incidents must be understood.

Such stories have a strong news interest, because they help explain what "everybody" is doing or talking about.

Examples:

1. A news story reports that a student streaked on campus today. The situation feature talks about student attitudes on nudity . . . ways of relieving exam pressure . . . methods to thumb nose at the "establishment" . . . etc.

2. A news story reports motorcycle sales are highest ever. The situation feature discusses why people buy cycles and, perhaps, where the trend may lead.

EVENTS

Some events are not big enough to be news . . . but they are interesting enough to be a news feature.

Examples:

1. Exam week on campus is not a big enough event to be news. But, a news feature could possibly be written about what the pressures of exams do to students in the way of nervous disorders, deviant behavior, etc.

2. A group of city kids parading off to a summer camp might not be big news. But, perhaps you could write a news feature on the fact that it was a happy mix of blacks, whites, browns, and yellows--who didn't know about "prejudice" yet.

FAMILIAR PLACES

Sometimes you can find a new, interesting angle about familiar places--like City Hall or an old church or the beach. Here you look for interesting angles or origin, usage, cost, upkeep, management, etc.

OBSCURE PLACES

Little known, but interesting places, make good features--like nudist camps, monasteries, desolate beaches, etc.

FAMILIAR PERSONS

Whenever a person enters the limelight, he is "feature material." People want to know more--What's he like? How did he do it? Why is he successful--or a failure?

OBSCURE PERSONS

Some people we seldom see make fascinating features.

Examples:

Hermits; two old ladies operating a farm; the people who live in lighthouses.

OCCUPATIONAL TYPES

The way people earn their living is feature stuff.

Examples: Evil Knievel; Gerald Ford; Alice Cooper; Xavier Hollander; and so forth and so on.

STUNTS

Stunts you do--or others do--make good features.

Examples: Parachute jump; eating goldfish; "Candid Camera"--type stunts.

8 STEPS FOR WRITING A FEATURE ARTICLE OR SPEECH

There are a lot of ways to write a feature article.

There are many types of beginnings . . . many types of endings . . . and many ways to develop the body of your article.

Following . . . is one approach to writing a feature article . . . which can also be used for writing an editorial, speech, or letters used in sales or public relations.

There are 8 steps:

Note: Each of these steps will be different according to what type of message you write. The steps won't always follow exactly the same order. But, if you master this one approach, you will find it easier to write variations.

1. Know your OBJECTIVE.
2. Know your AUDIENCE.
3. Know the APPEALS or ways you plan to hold the interest of your audience.

Then--design your article or speech according to A.R.E.S.A. That is:

4. A.--Get ATTENTION of your readers or listeners.
5. R.--Make clear the REASON or subject of your message.
6. E.--Present EVIDENCE or support data for the body of your message.
7. S.--SUM UP main points of your message.
8. A.--Suggest ACTION or re-emphasize the desired objective of your message.

Explanation of 8 steps:

1. Know your OBJECTIVE.

   Know exactly what you want to do with your article or speech. That is:

   To URGE?
   To PERSUADE?
   To IMPRESS?
   To EXPLAIN?

2. Know your AUDIENCE.

   Know all about your audience--especially their interests and desires. Remember, you must relate all you say to the interests and desires of your audience.

3. Know the specific APPEALS--or ways you will use to hold the interest of your audience. That is, what things will you talk about that are of high interest to them? What desires will you appeal to? Will you appeal to their desire for: adventure; education; mystery; the unusual; money; health; protection; convenience; freedom, etc.

O.K. Once you know your objective, your audience, and the interest appeals you plan to use . . . then collect the facts you will use to relate to the interests of your audience.

Next,. . . after your research . . . write your piece according to A.R.E.S.A. That is:

1. A. Get ATTENTION

   Start your piece with an attention-getting statement related to your subject.

   There are many ways to start a piece. It can be one dramatic statement; or, a series of statements; or an anecdote; etc.

   The point is . . . you must get and hold attention right off.

   This is your HO-HUM CRASHER--the point when you break through the interest barrier of your audience.

2. R. Give REASON for your attention-getting statement.

   This is where you answer the question of your audience--Why Bring That Up?

   This is the bridge into the main body of your piece. It's the transition. It's the point when you set the hook again--and make your audience want to stay with you to the end.

3. E. Present EVIDENCE or the details that support and flow from Steps #1 and #2.

   This is the body of your peice: the For Instances, For Examples, etc.

4. S. SUM UP

   This is where you tie it all together for your readers or listeners; where they realize you're drawing to the end and about to wrap it up. It's when you focus down on your main points so that your audience can view your subject as a whole.

5. A. Suggested ACTION.

   This is where you make the main point of your piece. It may be just stating the main idea; or telling your audience what you want them to do . . . or to think.

HOW TO DEVELOP A LEAD FOR AN ARTICLE OR A SPEECH

What is a Lead?

A lead is the beginning of your message. It is the Attention-Getter that leads your audience into the Reason or subject of your message.

First Step:

Before you write a word . . .

Check the 8 Steps for Writing an Article or a Speech.

Because . . . your lead springs from those steps: Your Objective, Audience, and Appeals.

Test of a Good Lead

There is only one test of a good lead. Does it IMMEDIATELY grab your audience--be they readers, listeners or viewers?.

How to Grab Your Audience

There is only one thing that grabs an audience.

Say something immediately that they are interested in. This comes from your listing of appeals. It can be one appeal or a lot of them.

How to Write a Good Lead

The best guide for the wording, tone, and approach of your lead will come from your conclusions in your 8 steps.

Realize that there are as many ways to start a lead as there are stars in the sky. Remember people's interests and desires are endless.

However . . . here are some devices you can use to structure a lead.

1. Start with one or more QUESTIONS
2. Start with one or more SHOCK STATEMENTS.
3. Start with a STORY--AN ANECDOTE.
4. Start with a STATEMENT ABOUT AN INTERESTING OR IMPORTANT SITUATION.
5. Start with an EPIGRAM, FABLE OR STATEMENT OF SOMEONE'S PHILOSOPHY.

EXAMPLES OF VARIOUS TYPES OF LEADS
USING THE A.R.E.S.A. APPROACH

Note:

These examples are bare-bones illustrations. Each could be expanded or contracted. They are only a guide or simple indication of how to use A.R.E.S.A. and how to start a lead.

EXAMPLE OF QUESTION LEAD:

Lead: Attention-Getter

How would you like to "see" into the future?

Reason: Subject of Article

Jeanne Dixon says "anybody" can do it!

Evidence:

For example . . . .

EXAMPLE OF SHOCK STATEMENT LEAD:

Lead: Attention-Getter

Two out of four of all parents in the U.S. will sometime see their children have a heart attack.

Reason: Subject of Message

This is the trend that can only be stopped if the goals of the Florida Heart Association and other such agencies are met.

Evidence:

Did you know that . . . .

EXAMPLE OF STORY OR ANECDOTAL LEAD:

Lead: Attention-Getter

On a hot, humid, dark night last month a huge freighter glided into Tampa Bay and prepared to unload its cargo.

The cargo? Delicious bananas from Argentina--valuable copper from Chile--and bright, colorful handmade clothes from the looms of the natives in Puerto Rico.

But there was one more type of cargo--unknown, unwanted, but unloaded.

It was the dreaded cholera disease that came ashore in the bodies of the rats that ran down the ropes and onto the Tampa docks when the big freighter slid into its slip.

Reason: Subject of Article

Luckily, the rats were trapped and killed and the disease threat stopped as a result of the Tampa Dock Authority's vigilance. Its job is to protect Tampa citizens from dangerous cargo in the form of disease, insects or even unwanted stowaways.

Evidence:

The way the Tampa Dock Authority captured these diseased rats is typical of the thorough way they do their job.

EXAMPLE OF LEAD ABOUT AN INTERESTING OR IMPORTANT SITUATION

Lead: Attention-Getter

The Antartic is a tract of land twice as big as the United States . . . covered by an ice cap thousands of feet thick . . . where the wind blows harder and the temperature drops lower than any place on earth.

What could anybody possibly want here?

Plenty!

Deep under that blue, granite-hard ice are vast reserves of oil, coal, and metal that the world needs now.

Reason

Today, the United States is spending over a billion dollars a year to maintain a foothold in this barren wasteland--realizing it may well be the biggest known source of fuel and metal left in the world.

Evidence

Work is slow here and expensive. For example, a worker can stay outdoors only one hour at a stretch. Longer than that and he would freeze to death.

Examples of . . .
USE OF READER APPEALS IN A STORY

Writing for the Reader, Listener, Viewer

How Safe is Flying?

(This piece has been reduced in length in the interest of space)

Most of the first paragraph is built around personal appeal, recognizing that most readers will recognize themselves as the "occasional and veteran traveler."

The Jet Age is eight years old, and flight has grown into an absolute essential for mobile, modern man. By occasional tourist and veteran traveler alike, the big aircraft are recognized as the most comfortable, convenient means of long-distance travel. Yet hardly a passenger escapes entirely from a lurking suspicion that manned flight is somewhat unnatural and inherently dangerous. When word of a crash hits the headlines, he inevitably asks himself, "Is flying really safe?"

It is. Schedule-airline flying in the United States is 6.4 times safer than automobile driving; a person would have to travel 263 million miles in a plane, but only 41 million miles in a car before he ran an odds-on chance of being killed. More people die by falling off ladders than by crashing in airliners. Life insurance is no more expensive for today's professional pilots than it is for bookkeepers. And the record is steadily improving; one accident occurred in every 85,000 hours of jet flight in 1951, while the rate in 1965 became one in every 800,000 hours.

These are oddities that interest readers because of their unusualness.

Progress? Yes.

. . . . . .

For all that, hardly anyone in the aviation industry would deny that, safe as the air is, it can and should be safer. The fatality total is likely to grow simply because planes are becoming more capacious, skyways are getting more crowded, and the number of passengers--180 million in 1965--is expanding by 15 per cent annually.

Why the number of passengers included? That's man's interest in personal appeal. He's one of those 180 million.

The obstacles to reducing the accident rates are largely matters of economics.

Safety costs time and money, pares the payload of airlines, and ultimately has to be paid for by the passenger. Every modern plane is structurally safe according to rigid government standards, but airlines have been known to put pressure on plane makers to work closer and closer to the lower levels of acceptability. Mechanics do not knowingly send unsound planes back to the flight line, but front-office pressure to keep planes in the air can be subtly intense. Occasionally the mechanics slip; in 1961 an airliner's aileron cables were improperly installed, causing a crash that killed 37.

Conflict, of course

. . . . .

One of the greatest impediments to safety is noise abatement procedure required near most cities--a product of political and economic pressure on the airlines that forces pilots to make drastic power reductions and steep turns while still flying low and slow after take off . . . says Pilot Harry Orlady, a 25-year veteran with United, "Noise-abatement procedures force you to fly as close to danger as you dare to. You don't have much margin for error."

Names of other people, even when they are not well-known, add interest to most pieces of writing.

. . . . .

Modern jets are so powerful that most of them can fly with just about all the passengers and baggage that can be crowded. . . William A. Patterson, recently retired chairman of United Air Lines, asks, "In all good conscience, just how many passengers can you squeeze aboard a plane . . .?"

. . .Though no crash has been directly blamed on noise abatement, at least one big jet--which plunged into New York's Jamaica Bay and killed all 95 aboard in 1962--would have had a better chance if the pilot had been allowed to climb away from Kennedy Airport fast and straight.

And this lets all the hardest hearts among the readers emote and sympathize.

. . . . .

Though all the passengers survived the crack-up of a jet at Salt Lake City, 42 died in the fire and toxic smoke because they could not break through the crowded aisles to the few escape hatches.

. . . . .

Experts figure that they could reduce the number of crash deaths by 50 per cent if they could prevent fires. The airlines, the military and various government agencies are all hard at work on this problem. They are developing a "very promising" jellied fuel that turns slowly and does not leak from ruptured tanks. The Pentagon and the FFA are experimenting with "tough-wall" tanks made of nylon and polyurethane; when a tough-wall helicopter was slammed against a jagged rock at 100 G's, the crash left only a one-eight inch crack.

More progress, with a bit of suspense being built up for the reader to wonder how it will eventually turn out . . .

. . . and more oddity.

. . . . . .

The great goal of the airmen is to devise an automatic landing system that will work 100 per cent of the time, whatever the weather, and thus eliminate the cause of many fatal crashes. The British are developing a computerized autopilot which brings the plane right down to the deck. Ultimately, computers will control flight patterns. Computers are not smarter than man; they simply solve the complex problems of flight more rapidly.

And, again, suspense, at least a mild form of it, builds up in the reader's mind as he "reminds" himself to find out more about this the next time he has the opportunity.

GUIDE FOR EDITING NEWS STORY

Reporters have developed a unique format for their stories; each story you write should follow the guidelines suggested here. Begin each story one-third to one-half of the way down the first page. When you write for a newspaper, the space at the top of the page provides room for your byline, a headline and special instructions to the printers. In class, it provides room for an evaluation of your assignments. Leave a one-inch margin on each side and at the bottom of the page.

Type and double space each assignment. Do not type more than one story on each page, and type on only one side of the page. Indent each paragraph and mark it with the proper copy editing symbol:

The slugline, typed in the upper left-hand corner of the first page, it is a two- or three-word description of the story. For example, if a story describes a speech by your mayor, the slugline might say: "Mayor's Speech." The slugline is used to identify the story while it is being prepared for publication.

Do not hyphenate a word at the end of a line. If a story is continued on a second page, write and circle the word "more" at the bottom of the first page. The circle indicates that the word is not part of the story and should not be set. Begin the

second page and all later pages about one inch from the top of the page. Type your name and the page number in the upper lefthand corner.

Double-check each fact. Your instructor may lower your grade if you misspell a person's name or make any other serious factual error. You will also be penalized for errors in diction, grammar and style. If your instructor accepts late assignments, your grades on them may also be lowered. Newspapers cannot tolerate irresponsibility. Errors may seriously injure the persons mentioned in news stories, the reporters who wrote the stories and the newspapers that published them.

Use a pencil, never a pen, to correct any errors that appear in your stories. If you use a pen and make an error, the error is difficult to correct. Also, avoid onionskin and erasable bond paper; it is difficult to edit stories typed on them.

If you indent a line, then decide that you do not want to start a new paragraph, link the lines together with a pencil, as shown here.

If you accidently type an extra word or letter, cross out the word or ~~or~~ letter, then draw an arc above it to link the remaining portions of the sentence. Copy editors sometimes use another symbol to indicate that a word or letter should be deleted: Se

When two words or letters are inverted, use symbol this to indicate that they should be transposed. draw three lines under a letter to indicate that it should be capitalized. If a letter is capitalized but should not be, draw a slanted line through it. If two words are accidentally run together, draw a straight line

between them to indicate that a space should be added. If two letters are mistakenly separated, draw an arc above and below the space to link the letters together.

If you make a correction, then decide that the correction is unnecessary, write the word "stet" alongside the correction to indicate that you want to retain the original version. If you want to add a letter, word or phrase, write or type it above the line, then use a caret to indicate precisely where it fits into the sentence. Never type over a letter.

Spell out most numbers below 10 and use figures for the number 10 and most larger numbers. Consult the stylebook for more exact guidelines. If you type a numeral but want it spelled out, circle it (for example: He has (8) sisters). If you spell out a number but want to use the numeral, circle it (for example: He has (thirteen) sisters). Similarly, circle words that are spelled out but should be abbreviated (for example: He is from Sheboygan, (Wisconsin,) and words that are abbreviated but should be spelled out (for example: He is from (Wis.))

To add a comma, draw a comma in the proper place and put a caret over it (for example: He is tall dark and fat). If you add an apostrophe or quotation mark, place a caret under it (for example: He said, "Don't ignore these rules). To add a period, draw either a dot or a small "x" and circle it (.) A hyphen is indicated by the symbol =, and a dash by the symbol --. Beneath the last line of each news story, place either of the "end marks" shown below.

###

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BEGINNING OF SAMPLE SPEECH OR ARTICLE

Audience:

PTA; business or non-profit institutions; government leaders; professional or civil organizations

If you have a kid in school you may be in trouble.

If you don't have a kid in school you may be in trouble.

Today, over 35% of all students in Florida elementary schools drop out of school before the 12th grade.

Result:

Much more pressure on you to pay more taxes to pay for the unemployment checks that end up supporting those unskilled, untrained, uneducated job seekers.

Also . . . the result is more crimes of theft because some of these unemployed drops feel they must steal to survive.

The worst part of the problem may not be higher taxes or more crime.

It may be the heartaches and family disruption caused by the floundering student who couldn't cut it in school and now can't cut it in society.

What can be done to stop this problem?

Something can be done and is being done in the form of a career Education Program for elementary and high school students.

Coordinated by COST--a combination of Career Guidance Counselors, Occupational Specialists and Classroom Teachers--the program involves students in real-life situations where they can discover some of the values of holding a job and learn more about themselves and how to get along with others.

Result:

Students have more reason to stay in school, and have more insight into how to apply what they learn in the classroom to solving problems in life.

According to George Brightlight, occupational specialist at Manatee Elementary School, the dropout rate is already being reduced in schools where COST-sponsored Career Education is going on.

Let's take the example of Janie Twinkletoes, a pretty little nine-year-old at Manatee Elementary School, that is!

It all happened in Harriet Ho-hum's classroom where she and a Career Guidance Counselor and an Occupational Specialist planned a Career Education Day to help students explore some of the fun and fascination of work.

(Note: Speech would continue in this vein.)

BACKGROUND MEMO FOR NEWS RELEASE

TO: Hary Hot-News, Publicity Representative

TO: The Publicity Rep. for the Occupational Specialists

FROM: Harriet Ho-Hum, Classroom Teacher, Manatee Elementary School

HI!

Nothing much happened in class this week.

Oh yes, I almost forgot. We had a Career Education Day.

Here are some of the facts:

It was an awful day--it rained and rained and rained.

The principal visited the classroom to say, Happy Birthday! It was his birthday! Can you beat that?

He broke into a situation we were having in class in connection with Career Education Day. Incidentally, this particular event in class was the very first event of our Career Education Day. And, we're the first school in Manatee County to put on a Career Education Day.

By golly, I think it's a good thing!

Heck, in Florida over 35% of the kids leave school forever by the 12th grade.

At least that's what George Brightland said, who is an Occupational Specialist. He also said the result of all these kids bugging out of school causes higher crime rates and higher taxes to help pay for unemployment. He also said it causes heartaches for the families and the students.

He said, and I believe him, that Career Education Day will help solve these problems.

I'm proud to be a part of the program.

Three of us planned this career event in the class: George Brightlight, Occupational Specialist; Marilyn Shrink, a Career Guidance Counselor; and myself.

The whole idea of this thing is to get those darn kids to see how what they learn in the classroom can be used in solving problems at home and at work.

Some people said what we did was silly, but the kids seemed to have a good time. What we did was let the kids pretend they had started a bank. They called it the First National Bank of Manatee Elementary School. Original, uh!

The kids elected a bank president named Janie Twinkletoes, who is only nine-years old. She stands about four feet tall without her shoes on!

Well, Janie, and a bunch of other nine-year olds (she called them her staff ran the bank.

This is only one of the ways the kids poke into various jobs as preparation for their lives in the future.

SAMPLE NEWS RELEASE

SUBJECT: Event Planned by Occupational Specialist

A little nine-year-old girl, who stands barely four feet tall in her stocking feet, became president of the First National Bank today.

The little girl is Janie Twinkletoes and the bank is, well, make-believe--the First National Bank of Manatee Elementary School.

Janie became the bank president as part of a Career Education Day at Manatee where students are exploring various careers as preparation for future life.

Guided by a team consisting of an occupational specialist, classroom teacher, and guidance counselor, Janie, and her staff of other nine- and ten-year olds are challenged to apply what they learn in a classroom to solving problems they will face at home and at work.

"Over 35% of Florida's students drop out of school by the 12th grade," said Occupational Specialist George Brightlight," and the result is ofter a higher crime rate, higher taxes to fund unemployment checks, and a great deal of heartache for the families and student dropouts."

"This Career Development Program will help solve that problem," he said.

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

A Bi-County Cooperating Activity
of the
Sarasota and Manatee County, Florida
Occupational Specialists

State of Florida

Occupational Specialist Annual Fly-In Conference

"IV"

Tampa, Florida

February 18, 1977

Project Consultant
Dr. Kendrick Fenderson
Mass Communications
University of South Florida
Tampa, Florida

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

OBJECTIVE

To convince school board that funding should be continued for support of occupational specialists and career activities.

CONCEPT OF ACTION

To accomplish the above objective...occupational specialists need to have other people, besides the O.S. themselves, tell the school board that the O.S. are needed

To get others to promote the cause of the O.S....It must be shown that the work of the O.S. helps others to accomplish their own goals.

In summary . . .

the rational of the O.S. is not just to advance its own cause...but also in the process, to advance the cause of other groups whose goals are compatible with the O.S.

Groups whose goals are compatible with O.S. goals are:

school board; school administrations; teachers, parents; students; business institutions; law and order groups; senior citizens.

If...

the O.S. can convince the community at large of the value of the O.S. programs...then it will be ultimately easier for our school board to pass bond referendums and additional taxes to support our entire school system.

That's what this is all about:

to convince the community-at-large of the value of education, particularly as reflected in the work of the O.S., so that professional educators, i.e. school board, teachers, guidance counselors, school administrators, and other related groups will not have to be a whipping boy, a beggar, a misunderstood second-rate citizens.

EXAMPLES OF KEY PUBLICS WHO MIGHT SPEAK UP FOR O.S.

A. Parents:

Parents will speak up for the O.S. and the educational system if ...

they see how the O.S. helps their children gain confidence; gain personal identify; find their place in life; get better jobs, in a word, make more satisfying and long-lasting career decisions.

B. Students:

Students will speak up for the O.S. program if they see how it helps them succeed in life in terms of jobs; decision making skills; relations with parents.

Business:

Business will support the O.S. if they see how the O.S. effort helps them and the economy by reducing dropouts; minimizing unemployment; developing a better labor supply; and providing pre-screened applicants

Law and Order Groups:

Police officials, juvenile judges, youth and family counselors will speak up for the O.S. if they see how the O.S. effort helps reduce a rising crime rate; creates stronger, more harmonous families; helps the kids in school

Senior Citizens:

These people will go to bat for the O.S. if they see how the O.S. ultimately helps keep taxes down by helping to bring about some of the benefits that the O.S. accomplish above for parents, students, business institutions, and law and order groups.

If...

these groups are enthused about the O.S. effort...

then...

they will tend to be enthused about our whole education system...

which means...

all of us...school board...school administrators, teachers, guidance counselors and other related groups will be in a stronger position to get needed financial support.

PROCEDURE FOR O.S. PI.P.

1. Formulation of Resource Committees

   A. Key Publics:

      Resource Committees have been formed to cover the following KEY PUBLICS: Administration & School Boards, Media, Chambers of Commerce, Law and Order Groups, and Parents.

   B. Objectives of Committees (applicable to all KEY PUBLICS except the media)

      To help all O.S. plan and implement action aimed at convincing the respective KEY PUBLICS of the value of the O.S. program.

      To get each KEY PUBLIC to ask the school board to financially support the O.S. program.

2. Priority Actions of Resource Committees

   A. Background data for O.S.

      1. Provide every O.S. with following:

         a. list of names, addresses and phone numbers of school board members

b. list of goals of school board

c. sample speech which sums up the aforementioned benefits of the O.S. to the various KEY PUBLICS.

d. Copy of this Public Information Plan.

B. Mutual Projects with O.S. and Key Publics

Help O.S. plan mutual projects with the various key publics so that the Key Publics well actually see and experience how the O.S. helps accomplish each others goals

C. C. Participation - Involvement of School Board Members

Urge O.S. to invite School Board members to participate in classroom activities and mutual projects with Key Publics.

D. Ask for overt support

Urge O.S. to ask opinion leaders in KEY PUBLICS to inform school board how O.S. is helping them accomplish their goals

E. Citizen Advisory Committee

Form occupational specialists Citizens Advisory Committees in various schools who can eventually communicate directly with school board

F. Monthly O.S. Information Package for School Board

Each month, send to school board - for circulation to all members - an interesting report of how O.S. is helping to accomplish the goals by the school board and the goals of various Key Publics in the community.

G. Information Action Ideas for All O.S.

Provide each O.S. a list of ways he or she might influence the school board and the various other Key Publics.

NOTE: Following are just a few from the brainstorming sessions in November at Manatee Jr. College

1. Get to Know Your School Board

You can't talk to em till you know them. After they know you, they'll listen

2. Use the Telephone

Get in the habit of calling your S.B.M. (school board members) and updating him on what O.S. are doing and especially invite them to your functions

3. Write Letters - Send Clip

Just a handwritten note on a publicity clip will help greatly to let S.B.M. know what's happening with the O.S.

4. Make Speeches - Ask for Action

   Speak often -- to all kinds of groups -- showing with slides, if possible, -- all the fascinating ways the O.S. work helps the various KEY PUBLICS

   After the speech, give them a list of the names, addresses and phone numbers of the school board - and ask the audience to convey their support, if they're interested.

5. Plan Actual Projects with Key Publics

   The Resource Committees have already brainstormed many good ideas of ways the O.S. and the KEY PUBLICS can work together to help the community.

ADMINISTRATION COMMITTEE

PUBLIC INFORMATION PROGRAM FOR OCCUPATIONAL SPECIALISTS

Administration Committee

As with all other committees within a public information program or campaign, the primary purpose is to communicate pertinent information to your key public.

With school district administration (including School Board members, Superintendent, District Centralized Administrators, Supervisors, and school-based Administrators) the information presented should be directly to the point, concise and without unnecessary narrative. An initial memo or information bulletin stating your campaign's main purpose in a supporting and non-threatening manner is a good idea. It is important to present your program to influence in a method that corresponds with, and is supportive of the objectives of the total educational needs within your local system. You cannot win support nor gain the confidence of those who view you as in competition (for funds?) or opposition (to district's objectives).

Where possible, valid documentation based on the relative cost/effectiveness of your daily activities should be presented in both written and verbal format. If you are involved with potential and actual early school leavers and their return back to an education program or gainful employment, cost out the benefits in terms of approximate dollars returned to the school system (FTE) and savings to the community in terms of tax dollars.

Finally, identify your administrative supporters and "ask for the order." A short presentation or even a few good words from a key decision maker regarding the value of your activities is of optimum effect upon those who may be making the final decision on the continuation and long-term stability of your program.

A short outline of a few strategies which should be helpful in gaining administrative support for occupational specialists follow. This, of course, is by no means inclusive; we welcome your additions to this cursory list.

1. A short information bulletin announcing the Public Information program and its purpose.

2. Follow-up "information bulletins" regarding the activities you have initiated to influence other groups, i.e., presentations to parent organization or local legislators.

3. Monthly or quarterly reports documenting your accountability to the district.

4. Circulate or post any supporting press releases, newspaper clippings or professional articles on occupational specialists.

5. Become informed of the major priorities and objectives of your School Board and your Superintendent, and where possible, show how your activities assist in the successful completion of those objectives.

6. Inform your School Board. With your supervisor's approval, plan and organize a quality presentation to your School Board members. (This may possibly be done most effectively by having your other key publics make the presentation for you; i.e., an influential parent, Chamber of Commerce representative, students, classroom teachers, etc.)

7. If your administrative group has a local association or professional organization make sure that they understand your cost benefits (State funded) and cost effectiveness (returned FTE dollars). Also, show them how you support both students AND CLASSROOM TEACHERS, making both more effective.

8. Arrange an informal meeting with School Board members and occupational specialists, possibly a breakfast or luncheon. This would provide an opportunity to become personally acquainted and share ideas.

9. Send written invitations to School Board members and administrators to attend any kind of major function or activity organized by occupational specialists in your county.

Jim Preston, Administrative Committee Chairman
School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Vicky Marsh
Manatee Area Vocational Technical Center
5603 34th Street, W.
Bradenton, Fl. 33507

John McDonald
Palmetto High School
1200 17th Street, W.
Palmetto, Fl. 33561

Prepared by Jim Preston
2-3-77

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

M E M O R A N D U M

TO: All Secondary Principals and Guidance Counselors

FROM: Jim Preston, Department Head, Student Services

DATE: November 24, 1976 J. P.

SUBJECT: Public Information Campaign for Occupational Specialists

At the request of the occupational specialists an inservice workshop was held on November 12, on how to organize and conduct a public information campaign. The result of this days effort is the creation of six committees grouped by key publics or target populations and composed of occupational specialists with a particular interest in influencing that public as to the value of career development activities and specifically, the accomplishments of occupational specialists. In order to defray cost, the workshop and resulting committees are a combined effort of both Sarasota and Manatee Counties.

The idea, simply stated, is to "take our story" through media, presentations, etc., to key publics and individuals throughout the year in a coordinated manner. Occupational specialists have a sincere desire to relate their daily tasks to the concerns and objectives of the School Board, the Superintendent, their Building Principal and Guidance teams. We feel, therefore, that this program of visibility will enhance the overall perception and understanding that our local community has of the TOTAL educational program.

Occupational specialists in Sarasota County hope that they can count on your support for both this campaign and their comprehensive program of student services.

mc

cc: Dr. Pillot
Dr. Heusner
Mr. Sleasman
Mr. Holmbraker
Dr. Zweibel
Dr. Yarnall

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

M E M O R A N D U M

TO: Dr. Pillot, School Board Members, Division of Instruction, Secondary Principals, and Guidance Counselors

FROM: Jim Preston, Department Head
Placement, Follow-Up, and Occupational Specialists

DATE: December 15, 1976

SUBJECT: Occupational Specialists Activities
August 23-November 30, 1976

While "numbers" do not tell the most interesting story and are certainly not representative in displaying the humanistic side of good guidance approaches, they can be important as an indicator of accountability. Our Specialists are working hard and they want you to know it.

Following are some of the highlights displayed by the "numbers" on the enclosed Quarterly Report attachment:

During this period a lot of time and effort was put into identifying and working with Summer dropouts (referred to as "no-shows") and early school leavers. Of the large number of students who were registered but did not return to their intended school (approximately 1029), a comparatively small number were actual dropouts. Most had moved or transferred to another educational offering. Of those who were actual dropouts, 43 were assisted with placement into alternative educational programs in Sarasota County. During this same period, 80 job placements were made, mostly of a part-time nature, for students who are continuing in school and over 200 contacts were made with community agencies by Specialists.

Approximately 350 group presentations and a staggering 2961 individual student conferences were made--most of which dealt with career information resources. Another 107 outside speakers, visiting and speaking as "real world" resources, were provided to our students. More than 140 career information displays were produced within the schools. Occupational Specialists continuously strive to infuse their materials into the daily classroom activity. Over 450 contacts were made with individual teachers to provide them with up-to-date materials from the Specialist's office.

Parent conferences are becoming more and more a part of the Occupational Specialist activity. We are increasingly aware of the fact that to be optimally effective, the services offered to students need to be done with input by and the cooperation of parents. In many cases, when informed of the Occupational Specialist's activities, the parent seeks out the same services for themselves. Some 175 individual contacts were made with parents during the first part of this school year. Activities are planned to increase this significantly.

mc
cc: All Occupational Specialists

Occupational Specialist Activities

Month of August 23-November 30, 1976

Name SARASOTA COUNTY

School: All Junior, Senior High, and Vo-Tech Center

PLEASE RECORD THE TOTAL NUMBER OF CONTACTS FOR EACH ACTIVITY IN WHICH YOU PARTICIPATED (monthly)

ACTIVITIES	August/September	October	November	Totals
Follow-up of school leavers.	23	63	11	97
School leavers returned to alternative educational programs.	17	23	3	43
Follow-up of "No-Shows."	637	389	3	1029
Conduct exit interviews.	14	25	16	55
Job Placements	43	18	19	80
Classroom group presentations.	100	133	121	354
Individual student conferences.	846	996	1019	2861
Parent or adult conferences	61	66	48	175
Updating career information files and materials	153	154	106	413
Organizing or participating in field trips or tours.	48	62	55	165
Teacher conferences or providing teachers with materials	185	124	147	456
Preparing or developing career information displays.	51	46	44	141
Assisting with test administration	94	84	22	200
Conducting surveys	1	16	3	20
Issuing work permits and age certificates	118	101	63	282
Securing speakers or resource people to visit classes	37	35	35	107
Assisting in the coordination of special vocational programs	17	14	12	43
Participating in inservice workshops	4	13	20	37
Clubs, or professional meetings.	46	41	27	114
Community agency contacts	88	49	68	205
Visiting local businesses	25	18	27	70
Correspondence	76	207	110	393
Campus supervision	128	67	60	225

Form 1276

MANATEE COUNTY SCHOOL BOARD

Key Public — School Board of Manatee County and School Administrators including Superintendent, Assistant Superintendent, and Director of Secondary Education.

Goals:

A. Explain the Occupational Specialist Program to Key Public.

B. Secure the support of the key public so that they totally fund the occupational specialist program out of County revenues for 1977-78 and the future.

Procedures: The first goal will be presented in such a way as to insure the second goal. Through the support of Mr. R. Lee, Director of Vocational Education in Manatee County, the occupational specialists will complete the following strategies in 1977:

1. Make a presentation to the Bradenton Kiwanis Club, explaining the functions of the occupational specialists in high schools, middle schools, and the vocational school. Included will be a slide presentation. In attendance will be the Superintendent, Assistant Superintendent, and Director of Secondary Education, and a high school principal.

2. Make a presentation to a meeting of the Manatee County School Board to include the above, plus specific details on the money saved by keeping prospective dropouts and no-shows in school, and in interviewing and giving information to adults for gaining new students in the vocational and adult programs.

In preparation for #2 above, the following will be completed:

a. Invite all School Board members to participate in career days as speakers describing their professions to students.

b. Invite all School Board members to visit with guidance staff and occupational specialists in schools.

c. All occupational specialists will provide specific statistics on total no-shows and the number kept in school or transferred to adult school.

d. All occupational specialists will keep an account of how time is spent on a monthly basis so that specific accomplishments can be presented to the School Board. Begins February 1, 1977.

CHAMBER OF COMMERCE

AND

ARMED FORCES RECRUITMENT

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

KEY PUBLICS — Chamber of Commerce and Recruiters
Donna Groh, Chairperson

GOALS — To enlist active support of each Chamber of Commerce and all Armed Forces Recruiters in the continuation of the Occupational Specialist program in Sarasota and Manatee Counties.

United States Chamber of Commerce:

We urge our respective members to coordinate their activities at the state and local level in support of the common purpose of stimulating the wide and prompt introduction of the career education concept among the nation's school systems. Ours remains a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and the world of work.*

Objective I:

Each individual Chamber of Commerce throughout Sarasota and Manatee Counties will be personally contacted by one or more members of the Chamber Committee.

Objective II:

Each Chamber will be encouraged to either continue existing programs and or develop new programs. (See attached list of existing programs)

Objective III:

Provide stations for observation and for acutal work-study experiences for students.

Objective IV:

Participate in designing realistic curricula for various career clusters. This could be done through advisory committees.

*Career Education ; 1975 Chamber of Commerce of the United States of America.

Objective V:

Help develop and administer job placement programs.

Objective VI:

Use volunteers as resources in the school.

Objective VII:

Help develop community support for the school district in general and specifically the Occupational Specialist Program.

Objective VIII:

Develop a good working relationship with local Armed Forces Recruiters and acquire their support for the Occupational Specialist Program in your county.

Committee Members:

Donna Groh, Chairperson
2418 Hatton Street
Sarasota, Fl. 33577
958-8831 Ext. 225 & 226

Ron Hagen
Sarasota County Vocational Technical Center
4748 Beneva Road
Sarasota, Fl. 33581
924-1365

Carol Lee
W.D. Sugg Middle
3801 59th Street, W.
Bradenton, Fl. 33505
756-9536

Jean McGowan , alternate
Venice area

Prepared by Donna Groh
2/1/77

The following are existing or past programs that have involved the Sarasota County Chamber of Commerce and the Sarasota County Schools.

ENTERPRISE '76 - The Sarasota County Chamber of Commerce conducted a business fair to demonstrate business/industry's role in the community and the future opportunities they could provide for Sarasota County youth. Senior high school students were bused to Robarts Arena to view the exhibits and to speak with business/industry representatives about their companies and career opportunities.

CAREER EXPLORATION PACKAGE - Allows individual high school students an opportunity to visit and explore, once each semester, a specific work area in the community. This program will allow students to see the relevancy of school work to the world of work and have an opportunity to make more realistic career choices.

FIELD TRIPS AND RESOURCE PEOPLE FOR STUDENTS - Participating businesses are able to work closely with the school programs in providing needed career educational experiences in the form of field trips and providing classroom speakers.

FIELD TRIPS FOR SECONDARY TEACHERS - The purpose of the tours is to create an interface between parents, educators, students, and businessmen. Of major concerns are 1) exposing the classroom teacher to the world of work and the implications it provides for the classroom environment, 2) extending their awareness of student career potential in the Sarasota County area, 3) providing business/industry the opportunity to identify their needs in reference to school programs, and 4) permitting business/industry to explain the services they can provide to the classroom teacher.

CAREER DAY was the first adventure between the schools and the business community. Career Day was a different, if not unique, concept of student exploration in the local business community. Career Day gave the students an opportunity to visit various businesses and organizations during the working day. Thus, each student had a chance to experience the working environment.

ADVENTURES IN BUSINESS - To improve understanding of business and the economic system and to develop more positive attitudes toward the free enterprise system and toward economic analysis, a five-day series of workshops for select Sarasota County leading teachers is being conducted by the Economic Education Center of the University of South Florida, the Sarasota County Chamber of Commerce and the School Board of Sarasota County in cooperation with the Florida Chamber of Commerce.

STUDENT OF THE DAY - A sixty second radio announcement encouraging the hiring of a Sarasota County graduating senior. This idea was originally developed by the Sarasota Chamber of Commerce and is now being continued by the office of Placement and Follow-up from May 1 - June 15, each school year.

CHAMBER NEWSLETTERS - The Sarasota County Chamber of Commerce used their newsletters to promote the idea of hiring graduating seniors.

CHAMBER OF COMMERCE JOB REFERRAL PROGRAM FOR GRADUATING SENIORS After the articles appeared in the newsletter, a letter from the Chamber was sent to all its members asking them to consider hiring graduating seniors. The mailout included a return prepaid post card which was to be returned to the Chamber and then forwarded to the school system. All expenses incurred were paid by the Chamber.

If you would like more detailed information on any of the above programs contact Donna Groh, Career Education Project, 2418 Hatton Street, Sarasota, Florida, 33577; (813) 958-8831, ext. 225 or 226.

MINI-LECTURES FOR TEACHERS (PROPOSED)- Because of limited funds, as an alternative to Business/Industry tours, we are proposing that various businesses come into individual schools and present a program about their business to teachers. This would be done during a professional day or after school hours. Teachers could be given in-service credit for this activity.

SCHOOL BOARD'S OCCUPATIONAL SPECIALIST

RECEIVES AWARD FOR ASSISTING

STUDENTS WITH ARMED FORCES INFORMATION

A JOB WELL DONE— Occupational specialist Ed Stanford was awarded a special plaque Monday at a faculty meeting of Sarasota High School. The award was given to Stanford in recognition of his outstanding service to the Sarasota Recruiting area and was presented by Capt. Gregory Johnson, Area Commander. Stanford counsels the students of Sarasota High about job opportunities. As a result of his efforts 13 seniors from the school have enlisted in the Army's delayed entry program.

Sarasota Journal—Ken Torrington

PARENTS AND PARENT GROUPS

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

KEY PUBLIC — Parents and Parent Groups
Adam Westcott, Chairperson

PROJECT — "Parent Inform"

GOALS

A. To articulate the Occupational Specialist's program to parents

B. To enlist the active support of parents and parent groups in the continuation of the Occupational Specialist program in Sarasota and Manatee Counties.

"Parent Inform" will have two major objectives:

The strategies for meeting Objective I consist of activities for informing parents and parent groups of the many services performed by Occupational Specialists for the benefit of their children. Many of these activities are already being done by the Occupational Specialists; others may be new.

The plan for meeting Objective II (if needed) consists of actions by Occupational Specialists which will in turn enlist the parent or parent group in active support for Occupational Specialist programs by their writing or meeting with legislators, appearing at School Board meetings, etc.

Objective I Each Occupational Specialist will contact individual parents and parent groups with information regarding Occupational Specialist role and functions and the services available through your program. Specific Strategies one through four should have high priority. These four should be completed by April, the beginning of the 1977 Legislative session.

Specific Strategy 1.
Make a presentation to your school's Citizen's Attendance Area Advisory Committee explaining the purpose and function of the Occupational Specialist. If possible, have equipment and materials available at your presentation. Jim Preston has received the most recent list of committee members and will assist any Sarasota Occupational Specialist in getting placed on the agenda. (Dr. Yarnall has been of great help here.) Jim will also support any specialist wanting his help or presence at a presentation.

Specific Strategy 2.
Make a presentation to your school's PTA/PTO Booster club. Have your materials and equipment there and demonstrate it in the same manner as you would to a class of students.

Specific Strategy 3.
Senior High and Vo-Tech Specialists should support your feeder schools by being present at their presentations. Emphasize articulation--that your services will be available to their children when they attend your school. It should be the responsibility of the feeder school's Occupational Specialist to contact and request the presence of the Vo-Tech and Senior High Specialist.

Specific Strategy 4.
Develop a form letter to send home with students whom you have serviced. This letter should inform parents of the nature of the service or activity (keep it short), including test results, materials given, etc. A form letter is being written by Adam Westcott as an example only. Feel free to use as is or edit/rewrite for your particular situation. Make sure you use your school's letterhead stationery. If time permits, sign each individually--personalization pays off!

Specific Strategy 5.
If you conduct a large scale or extended program with a class or group (such as administering an entire grade level the Kuder) send a form letter home describing the nature of the program and how it will be used to help their child's progress.

Specific Strategy 6.
Make frequent phone contacts with parents regarding your activities with their child.

Specific Strategy 7.
Make leaders of your school's parent organizations aware of your activities. Bring them into your office and make them aware of all the resources available to students.

Specific Strategy 8.
Offer your services as a consultant to your school's parent group or area advisory committee.

Specific Strategy 9.
Make a career oriented presentation to your school's Band Booster club, or athletic booster club. Stress the career possibilities open to students in these areas, and how YOU can help.

Specific Strategy 10.
Join and become an active member of your school's booster club or PTO. Become a worker; someone they can depend on to help them in their activities.

Specific Strategy 11.
Offer your career exploration possibilities to adults. This may consist of referring them to other agencies, but YOU made the initial offer of assistance.

Objective II. Each Occupational Specialist will, as a result of Objective I, enlist your school's parents to take some visible action to support the continuation of the Occupational Specialist program.

Specific Strategy 1.
Provide your school's parent group with the names, addresses, and phone numbers of key central office personnel, School Board members and State Legislators. A central list of key State Legislators on the committees influencing educational programs will be provided to you.

Specific Strategy 2.
Ask your school's parent groups to pass and draft a resolution in support of the Occupational Specialist program. Copies should go to the Administrative staff, School Board and Legislators.

Specific Strategy 3.
Ask parents to send personal letters to key administrators, members of the Board and key Legislators, supporting the continuation of the Occupational Specialist program. These should be ORIGINAL letters, not copies of a form letter.

Specific Strategy 4.
Encourage parents and parent groups to make personal contacts by telephone or in person to Board members, key administrators and key Legislators, and appear at Board meetings.

Specific Strategy 5.
Be sure to "Ask for the order," in other words ask parents and parent groups for their support. Emphasize that the Occupational Specialist program directly affects the quality of education their child receives. Elimination of the program will greatly reduce the amount of career oriented service their children will receive.

Other Considerations:

1. Make contacts with parents and parent groups frequently.

2. Get to know them on a personal basis.

3. Sincerely demonstrate that the goals of parent groups are in concordance with the goals of the Occupational Specialist programs; that you can work with them to accomplish these mutual goals.

4. Mention and use the name Occupational Specialist frequently in parent contacts. Be sure that parents, parent groups and their officers freely associate your name with the title Occupational Specialist.

5. Avoid the use of form letters in corresponding with Legislators or Board members. Ask parents to write original letters.

Public relations with parents and parent groups will involve a considerable amount of work on the part of Occupational Specialists, but will pay off in terms of good, strong parent support of our program.

Public Relations Suggestions for Informing Parent Groups

Developing a good parent relationship is a task for each individual Occupational Specialist. Only a small portion of developing good parent relations can be delegated or assigned to members of a P.R. Committee.

The basis for informing parents of the Occupational Specialist Program is a presentation to the various school parents' groups. Specific strategies for making a successful presentation are as follows:

A. Decide exactly what you want your parents to know after your presentation.

B. Develop a brief but comprehensive outline including such items as:
   1. Your name and phone number.
   2. Your location.
   3. Your major functions.
   4. How students may see you.

   Put this on a ditto and distribute copies to the group at the conclusion of your presentation.

C. Be sure to have your reader or reader-printer, project VIEW cards, SRA Career file, and film strip with viewers for parents to inspect. Make the verbal part of your presentation brief enough to allow parents time to explore.

D. Make the verbal portion of your presentation visual with the use of transparencies, slides, ect. If possible have photos or slides of students using your equipment or materials.

Careful planning is the key to making an effective parent group presentation. Plan your presentation so that it flows smoothly from topic to topic, then practice. Be sure to use your name and the title Occupational Specialist frequently. Get the name before the public.

Other Hints:

1. Develop a letter to send home with each student you serve.
2. Join the parent group and attend meetings. This can be especially effective.
3. Be available to parents.
4. Invite parents into your office to view your career materials. Maintain frequent contact with parents.

A MESSAGE TO MOM AND DAD AND TO THE STUDENT

The importance of students getting an early start in planning their future and career could be the most valuable process in their educational program. To often, parents and students are unaware of the opportunities and the doors which are open to the individual who is pursuing his education in the Sarasota County School System.

The purpose of this message is to give a brief introduction to these opportunities. A visit to an occupational specialist may provide some of the answers for you.

The rest of your life depends upon the desicion you make today. What are your plans for the future? Should you go to work now? Or should you continue your education? Or should you do both? What are your future goals? It is never too early to start thinking and preparing yourself for the future.

No two individuals have the same skills, aptitudes, and interests. As you consider your future, you must determine what your aptitudes are and you must consider these things very carefully. Parents, teachers, guidance counselors, and occupational specialists can help you, but you must be the one to make the final choice for a career.

Let us help you put care into your career planning. Planning today may be the key to an enjoyable life tomorrow.

Guidance counselors at McIntosh Junior High School are located in the main office building. The guidance counselors are Ms. Mary Yoder, grade 7, Mr. Mel Stone, grade 8, and Mr. Hugh McGuire, grade 9. The occupational specialist is Mrs. Charlotte Robinson and her office is located in the library.

COMMUNITY SERVICE

AND

LAW ENFORCEMENT AGENCIES

OCCUPATIONAL SPECIALISTS

for

COMMUNITY SERVICE AGENCIES

Manatee and Sarasota County Occupational Specialists working toward Informing Community Service Agencies are just beginning to get off the ground, with the hopes of being an extensive and comprehensive program. Although included in our outreach, Law Enforcement Agencies, have yet to be contacted, but will be at a later date. Primary concerns seem to be, at the present, the contact and informing of those agencies dealing with youth. Both counties have contacted H.R.S. agency personnel and are planning information programs to these agencies.

Specifically speaking; Manatee committee person, Jim Davidson, is active in the Manatee Association for Youth Services (MAYS), a newly formed organization which links all state, county, and city youth services with the school system. Jim has worked with MAYS since its' origin and has been active in the Organizational Committee and is presently serving as Chairperson of the Coordinating Committee and a member of the Executive Committee. Future programs to inform agency personnel of Occupational Specialists' duties and functions are being planned with hopes of assisting agency personnel in working with their clients at the school level. These information programs are planned to show how Occupational Specialists can help in career planning with both in and out of school youth.

Sarasota committee persons, Ed Stanford and Charlotte Robinson, have contacted the supervisor for all HRS agencies and are planning

an information program for all agency Supervisors to inform them of what an Occupational Specialist is and how they may help in working with their clients. Future presentations to other community services are also being planned with hopes of spreading the knowledge of what an Occupational Specialist can do to help set life plans for many needy clients.

Hopes continue in both counties that the Occupational Specialists can perform a major and much needed role in the rehabilitation of clients of these agencies, through career counseling and dissemination of occupational information. As these dreams become realities, expanding dreams of helping our Law Enforcement agencies with adult offenders and those adults in need of direction to attain a realistic and socially acceptable goal for life appear. Through contact of advisory committees for Law Enforcement Training Programs, this, hopefully, will be accomplished.

To begin this type of contact in any county, it is recommended that HRS supervisors be contacted and informed of what an Occupational Specialist is. If an agency such as MAYS is in existence, then the Occupational Specialists in that county should become involved. If there is not such an organization, then you as an Occupational Specialist should check into the possibilities of helping one get started.

The final outcome of this type of cooperation is the hope that through the Occupational Specialist and these agencies, an overall change in some decinquent types will occur. These goals may seem too extensive and unobtainable, but, if one person

can be changed toward a good life goal, then one person less will live a life of crime and regress.

You may call or write any of the three Occupational Specialists on this committee for more information at the addresses and phone numbers listed below.

Mr. James A. Davidson - Chairperson
Manatee Area Vo-Tech Center
5603 34th Street West
Bradenton, Florida 33505
813-755-2641

Mrs. Charlotte Robinson
McIntosh Junior High
701 South McIntosh Road
Sarasota, Florida 33580
813-371-2484

Mr. Edward Stanford
Sarasota High School
1001 South Washington Blvd.
Sarasota, Florida 33577
813-955-0181

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

2418 HATTON STREET SARASOTA, FLORIDA 33577

OCCUPATIONAL SPECIALISTS

FOR

COMMUNITY SERVICE AGENCIES

The Occupational Specialist is a staff member of the school guidance team, whose major role is dissemination of up-to-date career and occupational information.

Because of the critical state of funding for this position, we would like the opportunity to present to you a few ideas on how we may be of service to you and your clients.

The Occupational Specialist can provide career and occupational information to your clients (both adult and youth).

The Occupational Specialist can become a standard component of the agency's rehabilitation process by means of scheduling agency clients into the Occupational Specialist's office for career awareness information, services, etc. This is NOT to be in lieu of any of your counseling services, but rather to support your services. Any agency counselor could have the option of sending a client who has an interest or need for career information to a school-based Occupational Specialist. This is a free service provided by the Sarasota County School Board. A short summary of materials and/or services given to each agency referral will be sent back to the agency contact.

Again, this is to enhance and complement any service an agency is now providing. We have Career Information Centers located in each secondary school and would like to make our materials available to you.

HEALTH AND REHABILATIVE SERVICES

SOCIAL AND ECONOMIC SERVICES

- Assistance payments
- Food stamps

DIVISION OF FAMILY SERVICES

RETARDATION

DIVISION OF YOUTH SERVICES

- P & A and Intake
- Family & Children's Services
- Protective Service

CHILDREN'S MEDICAL SERVICES

VOCATIONAL REHABILITATION

DETENTION CENTER

HEALTH DEPARTMENT

FLORIDA STATE EMPLOYMENT SERVICE

- - - - - - - - - - -

CITY/COUNTY POLICE DEPARTMENTS

BAR ASSOCIATION

JUVENILE JUDGE

CHURCHES

SENIOR CITIZENS

PUBLIC INFORMATION PROGRAM FOR OCCUPATIONAL SPECIALISTS

KEY PUBLIC - Senior Citizens

Pat Torrington
Sarasota County Vocational- Technical Center
4748 Beneva Road
Sarasota, FL 33578 924-1365, ex. 230

Marj Levenson
Bayshore High School
5323 - 34th Street
Bradenton, FL
755-7181

Judy Middleton
Sarasota Junior High School
1001 South School Avenue
Sarasota, FL
955-0271

Bill Hickman
Manatee High School
1000 - 32nd Street, W
Bradenton, FL
746-7181

PROJECT - Senior Citizens Awareness and Involvement in our educational system

GOALS - To obtain support from senior citizens for the continuance of the Occupational Specialists Program

OBJECTIVE - Informing Senior Citizens of services performed by the Occupational Specialists by ultimately helping to keep taxes down - benefits that Occupational Specialist can accomplish for parents, business institutions, students and law and order groups.

PROCEDURES — Form a group from one or two counties (be sure it is a group project) - involve only those who are able to be involved with your project.

CONTACTS — Contact Senior Citizens groups and organizations. Work with their leaders or contact people.

Examples

Council on Aging

Retired Teacher Association

Gray Panthers

Score

Talent Pool

Retired Military Groups

Tax Association

Community Service Groups

AARP

Actions

1. Group presentations
2. Brochures
3. Have a list of legislators who can influence educational programs - urg all to write their legislator (try to avoid form letters but include informative information)
4. Get involved in local FAIR if possible - acquire a booth and organize a quality presentation.
5. Get involved in local newspaper - attempt to secure a weekly blurb - possibly an informative column on each occupational specialist about his or her accomplishments.
6. Have a "SHARE AN IDEA" luncheon with School Board members and become better acquainted.

7. List some of your activities and incorporate them in your publicity.

EXAMPLES

a. working with dropouts and getting them into retraining programs which keep them off welfare rolls and letting them become productive citizens.

b. working with veterans - testing - enrolling - explaining benefits - obtaining skills.

c. working with CETA clientèle - update or learn new skills - to become a solvent individual again.

d. help adults acquire their GED

8. Inform the senior citizen of the positive things that are now happening.

EXAMPLES

a. Community programs - self improvement courses offered throughout the county. (attach schedules)

b. Candlelight dining - mini bus service to highschool cafeteria

c. Health occupation programs which supply our local hospitals and nursing homes. EMT Services.

d. Vocational Rehabilitation services

JUST A FEW ADDED SUGESTIONS

Have an open house on your campus - nothing better than to have the senior citizen "see" where his tax dollar goes.

Explain how Florida is entering an era of exciting growth and change and Florida's vocational education must satisfy not only the state's job-seeking citizens, but also its businesses, industries, and institutions. Include the survey status report for the Florida Occupational Special. It really shows our accomplishments in facts and figures.
(use this as a handout whenever possible)

MEDIA INFORMATION COMMITTEE

Public Information Program

for

Occupational Specialists

KEY PUBLIC	Media Andy Fox, Chairman
PROJECT	Media Information
GOALS	Dissemination of Occupational Specialists Activities and Roles to the School Board and Press

The prime objective of the media committee is to contact the media regarding the occupational specialists activities and their role in the school system.

Occupational Specialists are to contact one of the media committee persons whenever they plan a special event. The media in turn will cover that event by the local newspaper or if possible local T. V.

Occupational Specialists will be invited by the media committee to participate in TV talk shows. These shows will feature objectives of the o.s.'s plight to convince the local School Board the importance of funding. At the same time, through T. V., the general community is kept informed.

The media committee will also arrange interviews for occupational specialists either for general information dessemination or for a specific purpose. See attached ideas.

The media committee cannot function constructively without the material from the occupational specialists. Occupational specialists should contact the committee with their news releases/ pictures, available whenever they need media coverage.

Media can take the message of the occupational specialist to the tax-paying public. The biggest stumbling block, as I see it, is getting active cooperation from newspapers, radio, T. V., etc.

First priority, then, should go to setting up lines of communication. Spend time establishing yourself with a contact person who will help to get your news aired, printed, whatever. If news is not used, find out why from contact person, and find out what to do to remedy the situation. Get him "in your corner."

Public Relations Media

Special Events
by Hal Golden and
Kitty Hansen

p. 103

1. Publicity is often the yardstick by which the success or failure of a special event is measured.

2. Although many events are planned and produced for the express purpose of gathering publicity, too often pathetically little care and attention are given to the techniques for achieving this end.

3. Virtually every form of advertising can be properly classified as publicity.

4. Newspapers are the major publicity target of most special events.
   a. The first thing you should understand is that newspapers are in the business of reporting news. This means to obtain news coverage your event must be of "interest to the general public".

Publicity Committee

1. Chairman
   Responsible for the planning, the producing and placement of publicity in the various communications media.

   Arrange for the preperation of all news releases and all announcements of public interest.

   Also, when the news is not breaking he creates timely and interesting stunts or occurrences that will create news.

   In essence, the publicity chairman's major responsibility is to get the event before the general public. He must be ready and evaluate each of the communications media. He must know the deadline, style and objective of each newspaper, radio and T.V. station and business paper and company paper, and service them all.

For Committee
   Need: General Assistant second in command
         Artist to design all material
         Writer
         Photographer

Media
Newspaper
   Proper timing is essential to an effective publicity campaign

   News stories and photographs should be carefully scheduled well in advance. Three month publicity build up is usually sufficient for a major event.

Publicity Placement should be planned so that the news of your event is gradually absorbed by the public in regular doses right up to the day itself.

Deadlines

Very important--they are no secret, you need only phone the newspaper, tell them your needs and they will be glad to give you the information. "Good professional handling on your part adds a reporter to their staff--and makes life easier for everyone concerned.

What Makes News

"The content of your publicity release is even more important than proper timing, for no matter how carefully a story may be timed, if it is not newsworthy, it won't be used.

To determine if your story is newsworthy merely ask yourself one question: "Is it of interest to the general public?" If the answer is "yes", send off the release.

Press Release

1. Keep it simple and factual
2. Avoid the use of flowery phrases
3. Do not editorialize--just "give'em the facts ma'am"

A well-rounded story answers these five basic questions:

1. Who is doing it?
2. What is being done?
3. Where is it being done?
4. When is it taking place?
5. Why is it taking place?

"The how of the event is also of general news interest."

Press release is typed double space on an 8 1/2 x 11 sheet of paper--leave ample margin on both sides for editing.

Release should contain:

Name of organization
Address of organization
Phone number of organization
Name of person sending out the release
Requested date of release

Release

Headline

Use a brief summary at the upper left-hand margin of the release.

Length--should not exceed two pages

Photographs

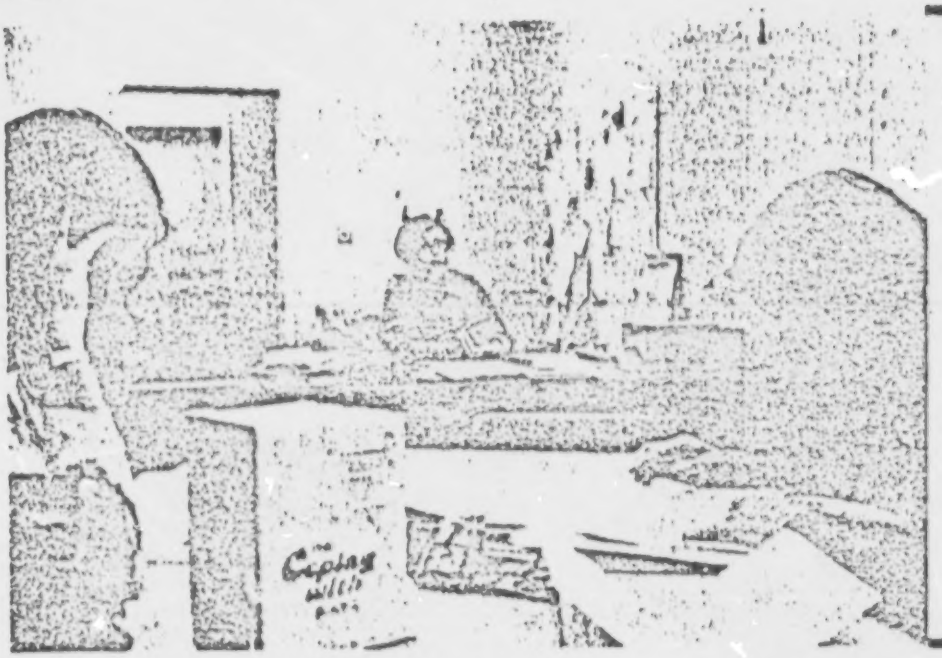
1. Must be sharp clear and in focus and if the subject matter is interesting or unusual in appeal and in good taste.
   Rules:
   1. Pictures should be stages--not just snapped
   2. Pictures should always include animate and active subjects--animals and or people who are performing some action.
   3. Subjects should always appear relaxed and natural and as pleasant as possible.
   4. Subject should never stare directly into the lens.

5. Avoid having more than two or three persons in one picture.
6. Pictures need to be photographed from more than one angle.
7. Keep background simple.
8. Pay chose attention to detail.
9. Make on glossy paper, perforably 8 x 10 --no smaller than 5 x 7

Radio and T.V. Publicity

Use media which features a variety of interviews and discussion programs as well as a steady flow of news broadcast.
T.V. is most difficult.
For your own committee, you might add a person to deal only with T.V. and Radio
News program, news release
Must arrange for a program
Spot announcements carefully worded scripts to fit a particular situation
Name, address, telephone number should be clearly marked
One Minute (146 words) and the copy should be typed double spaced with wide margins and in all capital letters for easy reading.
Tailor Made Show
The best way to sell it is to prepare a simple bulletin going through the essentials of the story and describe the kind of support your group will provide in the way of money, material and talent.

Occupational specialists give students alternatives



Busy specialist

Lynn Wallace, center, keeps a well—stocked office where students can come in and study occupations and careers. She also maintains a full schedule of vocation oriented activities for the school and community.

There was a time—back when we all went to high school—that once you graduated you either went to college, got a technical-school related job, or simply hit the streets hoping somehow to find employment. Or you joined the army.

But since last year, thanks to some federal help, Sarasota County has employed eleven occupational specialists in its schools—working with grade levels from elementary school to adult vocational programs.

Lynn Wallace mans the occupational specialists's position at Venice High School. A twenty-year resident of the Venice area, this is her second year as occupational specialist at the high school. Before that she worked six years at Venice Elementary School.

She has a multi-faceted job. Much of her time is spend in career counseling and desseminating occupational/career information.

She maintains an office in the high school where students may visit her without appointment to study careers, and she also goes out of her office assisting classes and individuals.

By BRIAN CAMENKER

She fills two principle functions. First, she provides a place where students can find out about what they can get into once they leave Venice's hallowed halls. In addition to maintaining a information center, she arranges speakers, helps in classroom projects, and coordinates with the county vocational-technical school.

But more than that, she emphasizes working with the individual. She works with a student to "get him (or her) to know himself."

She discusses a student's fears as well as aspirations, and helps them "feel okay about what they're doing," even if they begin to feel frustrated and confused—assurance that many young people need desperately in the present economic times.

With this, Mrs. Wallace has started a career "shadow program," in which students interested in a particular vocation or profession can work with area businessmen in those fields to learn and observe.

Her second function is that of an employment mediary between high school students and area employment situations. Most of these are menial jobs, such as lawn care, restaurant work, and baby-sitting, but they are important to students who need to earn money and can't find a job. She actively works with area businesses, as well as private sources.

Her job also entails taking care of work permits, social security cards, and keeping track of Child Labor Laws vis-a-vis working hours and other factors.

If this isn't enough for one person, Mrs. Wallace is the faculty sponsor of the Interact Club, the girls service club, and is publicity director for the new VHS stadium addition. In her free time, she has been active in the Venice Little Theater, and is a mother of two daughters.

With the problems facing any student confronting the economic system today, the occupational specialist is a valuable asset to the community.

OCCUPATIONAL SPECIALISTS ARE DOING SOMETHING ABOUT THIS!!!

Ashe Says Blacks Too Sports-Oriented

Arthur Ashe is 33 years old. He won the first United States Open tennis championship (as an amateur in 1968) and the 1975 Wimbledon title.

By ARTHUR ASHE
N.Y. Times News Service

NEW YORK — Since my sophomore year at University of California, Los Angeles, I have become convinced that we blacks spend too much time on the playing fields and too little time in the libraries.

Please don't think of this attitude as being pretentious just because I am a black, single, professional athlete. I don't have children, but I can make observations. I strongly believe the black culture expends too much time, energy and effort raising, praising and teasing our black children as to the dubious glories of professional sport.

All children need models to emulate — parents, relatives or friends. But when the child starts school, the influence of the parent is shared by teachers and classmates, by the lure of books, movies, ministers and newspapers, but most of all by television.

Which televised events have the greatest number of viewers? — Sports — The Olympics, Super Bowl, Masters, World Series, pro basketball playoffs, Forest Hills, ABC-TV even has sports on Monday night prime time from April to December.

So your child gets a massive dose of O.J. Simpson, Kareem Abdul-Jabbar, Muhammad Ali, Reggie Jackson, Dr. J. and Lee Elder and other pro athletes. And it is only natural that your child will dream of being a pro athlete himself.

But consider these facts: For the major professional sports of hockey, football, basketball, baseball, golf, tennis and boxing, there are roughly only 3,170 major league positions available (attributing 200 positions to golf, 200 to tennis and 100 to boxing). And the annual turnover is small.

We blacks are a subculture of about 28 million. Of the 13 1-2 million men, 5 to 6 million are under 20 years of age, so your son has less than one chance in 1,000 of becoming a pro. Less than one in a thousand. Would you bet your son's future on something with odds of 999 to 1 against you? I wouldn't.

Unless a child is exceptionally gifted, you should know by the time he enters high school whether he has a future as an athlete. But what is more important is what happens if he doesn't graduate or doesn't get a college scholarship and doesn't have a viable alternative job career. Our high school dropout rate is several times the national average, which contributes to our unemployment rate of roughly twice the national average.

And how do you fight the figures in the newspapers every day. Ali has earned more than $30 million boxing, O.J. just signed for $2½ million, Dr. J. for almost $3 million, Reggie Jackson for $2.8 million. Nate Archibald for $400,000 a year. All that money recognition, attention, free cars, girls, jobs in the offseason — no wonder there is Pop Warner football, Little League baseball, National Junior Tennis League tennis, hockey practice at 5 a.m. and pickup basketball games in any center city at any hour.

There must be some way to assure that the 999 who try but don't make it to pro sports don't wind up on the street corners or in the unemployment lines. Unfortunately, our most widely recognized role models are athletes and entertainers — "runnin' " and "jumpin' " and "singin' " and "dancin.' "

While we are 60 per cent of the National Basketball Association, we are less than 4 per cent of the doctors and lawyers. While we are about 35 per cent of major league baseball we are less than 2 per cent of the engineers. While we are about 40 per cent of the National Football League, we are less than 11 per cent of construction workers such as carpenters and bricklayers.

Our greatest heroes of the century have been athletes — Jack Johnson, Joe Louis and Muhammad Ali. Racial and economic discrimination forced us to channel our energies into athletics and entertainment. These were the ways out of the ghetto, the ways to get that Cadillac, those regular shoes, that cashmere sport coat.

Somehow, parents must instill a desire for learning alongside the desire to be Walt Frazier. Why not start by sending black professional athletes into high schools to explain the facts of life.

I have often addressed high school audiences and my message is always the same. For every hour you spend on the athletic field, spend two in the library. Even if you make it as a pro athlete, your career will be over by the time you are 35. So you will need that diploma.

Have these pro athletes explain what happens if you break a leg, get a sore arm, have one bad year or don't make the cut for five or six tournaments. Explain to them the star system, wherein every O.J. earning millions there are six or seven others making $15,000 or $20,000 or $30,000 a year.

But don't just have Walt Frazier or O.J. or Abdul-Jabbar address your class. Invite a benchwarmer or a guy who didn't make it. Ask him if he sleeps every night. Ask him whether he was graduated. Ask him what he would do if he became disabled tomorrow. Ask him where his old high school athletic buddies are.

We have been on the same roads — sports and entertainment — too long. We need to pull over, fill up at the library and speed away to Congress and the Supreme Court, the unions and the business world. We need more Barbara Jordans, Andrew Youngs, union card holders, Nikki Giovannis and Earl Graveses. Don't worry: we will still be able to sing and dance and run and jump better than anybody else.

I'll never forget how proud my grandmother was when I graduated from UCLA in 1966. Never mind the Davis Cup in 1968, 1969 and 1970. Never mind the Wimbledon title, Forest Hills, etc. To this day, she still doesn't know what those names mean.

What mattered to her was that of her more than 30 children and grandchildren, I was the first to be graduated from college, and a famous college at that. Somehow, that made up for all those floors she scrubbed all those years.

Sarasota Herald-Tribune
February 6, 1977

SARASOTA/MANATEE OCCUPATIONAL SPECIALISTS
MEDIA COMMITTEE

Andy Fox, Chairman
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Lynn Wallace
Venice High School
East Turin Street
Venice, Fl. 33595
488 6726

Judy Piercy
Brookside Junior High School
3636 South Shade Avenue
955 819[illegible]

OCCUPATIONAL SPECIALIST PROGRAM

In 1970, the Florida legislature enacted into law a plan to help schools provide more adequate guidance services. The legislation provided for the establishment of a new position in the Florida school system. The position, which was later expanded to include placement, was that of the occupational specialist. Occupational specialists are work-experienced people who can assist students in making career decisions.

The legislature authorized the employment of occupational specialists as one alternative to providing guidance services that were solely dependent on professional personnel. It was felt that the addition of occupational specialists to the counseling team would broaden the career choices available to students and enable counselors to work with more students in individual and group situations.

Occupational specialists are selected on the basis of their maturity, work experience, and their ability to relate to young people. We work under the supervision of certified guidance counselors and school administrative personnel.

The work of the occupational specialist includes identifying and counseling actual or potential school dropouts and the parents of those students. The occupational specialists also provide career counseling for other students in the school system, help to plan and implement vocational testing programs, and assist in job placement and follow-up services. Occupational specialists encourage and assist students and teachers to schedule visits to industry, community agencies, vocational schools, area businesses, and community colleges.

The first duty of the occupational specialist is to identify students who may need help. Many of these students have been habitually truant or have dropped out of the system altogether. Many dropouts need to help out with family finances or to earn money for their own personal expenses. Occupational specialists help those students find part-time work. Other students are dissatisfied with the structured academic programs they are attending and need to enter vocational training programs or to attend some alternative type of school. Tests are given by occupational specialists to help students determine what career field interests them. Students may then be placed in shadowing programs or in other forms of work-study plans. Some are encouraged to enter preapprenticeship programs or take some form of vocational training.

The Role and Function of an Occupational Specialist

During the 1974 Florida Legislative session, the Senate Education Committee requested from our School Board some information on occupational specialists. Specifically, the question asked was, "Please describe how occupational specialists are used in your district? Are you able to employ a sufficient number of them to carry out your program? How do you evaluate their effectiveness?"

With some minor editing and updating this is the answer provided to the committee:

Sarasota County presently employs eleven occupational specialists. The grade levels they work with range from elementary school to adult vocational programs. Some basic responsibilities are indigenous to all specialists being a part of a guidance team and involved in pupil services. Depending on the age level they are working with and the specific needs of a certain school or guidance department, their functions can also vary somewhat. This flexibility should be viewed as an operational assist as it allows school and county administration the ability to maximize efforts in those areas of greatest concern and need.

The following functions would primarily describe the role of an occupational specialist in Sarasota County:

1. Occupational/Career Information

   Through a number of various resources the specialists disseminate a wide variety of up-to-date career materials relevant to student needs. This is one of their major functions to which they devote the most time.

2. Placement

   Our occupational specialists function as implementors of student employment placement largely through a job development referral system. This

area-wide survey for student job oepnings was originally started in cooperation with our local Sarasota County Chamber of Commerce and is now expanded to include the assistance of additional associations. In addition, specialists are trained and certified in the use of the Florida State Employment Service, Job Data Bank.

3. Follow-Up

They assist in student follow-up studies, employer surveys and area wage surveys. At the beginning of the year they contact student "no-shows" and assist in doing exit interviews with school leavers throughout the year.

4. Liaison between Vocational Center and Feeder Schools

Each specialist at the junior and senior high schools screen and profile students for application to vocational preparatory programs. They have to be experts on program criteria and availability. They assist in county-wide orientations of students to the Vo-Tech Center campus and give in-class presentations about preparatory programs.

5. Liaison between School and Community

Specialists are vital communication link between community organizations, service agencies, and schools. They assist students and parents in contacting the correct service area.

6. Guidance Team

All specialists are integrated into a supporting role, assisting the guidance counselors in their school. Many are the facilitators of group guidance presentations and are an important component in the overall guidance program.

7. Many more additional activities are provided on a continuous, or as needed, basis. (See attached activity form used for monthly reports.)

At the present time Sarasota County has one occupational specialist at each high school and at each junior high school. Two specialists are assigne to the Vocational-Technical Center, one in Adult and the other in the Secondary Guidance Department. In addition, we have one specialist with the Career Education Project basically as an information resource person, for all county staff and students.

While this allocation is adequate it is felt that occupational specialists could make a valid contribution at the elementary level and also in our Adult Evening High School. In addition, the Office of Placement and Follow-Up could more effectively facilitate services to student leavers and no-shows if the staff included a full time occupational specialist.

Written evaluation of the specialists is the responsibility of their school principals. The school's head guidance counselor usually participates in at least one formal evaluation during the school year. At the present time, the Department Head of Placement, Follow-Up and Occupational Specialists has been assigned the responsibility of coordinating, on a county-wide basis, the activities of the occupational specialists. This is viewed as a supporting role assisting with budgeting, reporting, and inservice training needs. In his role as occupational specialist coordinator, the Department Head works closely with both Student Services and Vocational Directors.

A review of current occupational specialist evaluations indicate a positive impact has been made by their efforts in Sarasota County. Training areas and individuals needing additional emphasis or assistance will be identified and ameliorated through a performance-based coordinated effort.

MONTHLY ACTIVITIES FOR OCCUPATIONAL SPECIALISTS

Follow-up of school leavers.

School leavers returned to alternative educational programs.

Follow-up of "no-shows."

Conduct exit interviews.

Job placements.

Class or group presentations.

Individual student conferences.

Parent or adult conferences

Updating career information files and materials.

Organizing or participating in field trips or tours.

Teacher conferences or providing teachers with materials.

Preparing or developing career information displays.

Assisting with test administration.

Conducting surveys.

Issuing work permits and age certificates.

Securing speakers or resource people to visit classes.

Assisting in the coordination of special vocational programs.

Participating in inservice workshops.

Faculty, or professional meetings.

Community agency contacts.

Visiting local businesses.

Correspondence

Campus supervision.

ROLE AND FUNCTION OF AN

OCCUPATIONAL SPECIALIST

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
SARASOTA HIGH SCHOOL
1001 SOUTH WASHINGTON BOULEVARD SARASOTA, FLORIDA 33577

OCCUPATIONAL SPECIALISTS *

The Occupational Specialists are men and women working in the Sarasota County Public Schools. We help students in junior and senior high schools and even beyond that. We help parents, teachers, administrators and we even help people in the business community.

If you're beginning to think that Occupational Specialists help just about everybody, you're right. And if you think Occupational Specialists are not busy people, you're wrong. We are very busy, but don't think we're too busy to help you. That's what we are here for. Especially if you are a junior or senior high school student, interested in information about careers.

Occupational Specialists can help you because we are "middle-people." We serve as liaison between Sarasota County schools and the business community.

For the students, especially those in junior or senior high schools, the Occupational Specialists can provide guidance and information on just about every career under the sun. We can give them career direction, we can inform you and the students about the requirements needed for a particular career, we issue work permits, and we are responsible for screening and enrolling students in the Vocational Center.

As you probably can tell by now, the Occupational Specialists are almost career experts. We aren't teachers. In fact, Occupational Specialists in Sarasota County average better than 15 years of experience in a variety of occupations. So when it comes to careers, we feel we really know what we are doing.

If you're a teacher, administrator, businessman, or parent, you can find an Occupational Specialist at one of the Career Information Centers located in our Secondary Schools. You'll discover all the information on careers that you will need from brochures to audiovisual material at these Career Centers.

Meet the middle-persons in education: Your Occupational Specialists. We have something to offer the old and the young, short and tall, and large and small. So drop on in to see us, we have career information for everyone.

* Prepared by Ed Stanford, Sarasota High School. Excerpts taken from "Meet The Occupational Specialists," Duval County.

SARASOTA COUNTY

OCCUPATIONAL SPECIALIST SCHOOL DIRECTORY

SENIOR HIGH SCHOOL

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3201 N. Orange Ave.
355-2967

RIVERVIEW HIGH SCHOOL
Mrs. Pat Anderson
4850 Lords Ave.
924-1351

SARASOTA HIGH SCHOOL
Mr. Edward Stanford
1001 S. Washington Blvd.
955-0181

VENICE HIGH SCHOOL
Mrs. Lynn Wallace
E. Turin Street
488-6726

JUNIOR HIGH SCHOOL

BROOKSIDE JUNIOR HIGH
Mrs. Judy Piercy
3636 S. Shade Ave.
955-8197

McINTOSH JUNIOR HIGH
Mrs. Charlotte Robinson
701 S. McIntosh Road
371-2484

SARASOTA JUNIOR HIGH
Mrs. Judy Middleton
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955-1271

VENICE JUNIOR HIGH
Mrs. Jean McGowan
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VOCATIONAL TECHNICAL CENTER

4748 Beneva Road
924-1365

Mr. Ron Hagan
Secondary Guidance

Mrs. Pat Torrington
Adult Guidance

STUDENT SERVICES

Jim Preston, Department Head
Placement, Follow-Up, and
Occupational Specialists
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COUNTY CAREER EDUCATION OFFICE

Mrs. Donna Groh
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Manatee County

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END